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ABSTRACT

This article states that programs in higher education should include a component that deals with the feminist movement to clarify values for college educators and students. Four strategies for bringing about better understanding of the feminist movement by the faculty and students are suggested. These strategies are designed to increase awareness of the positions of women educators and teacher education students, provide practice in evaluating evidence, assist in the recognition of viewpoints of women in the feminist movement, and call on participants to demonstrate ability to plan for change. In conclusion, the author states that these strategies provide opportunities to rethink attitudes and, therefore, be able to deal with the feminist movement in the college of education. (PD)

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Title: "The College of Education and the Feminist Movement"

Summary: This article is a plea for programs in the College of Education to have built into them a component that deals with the feminist movement. It suggests practical value clarification strategies for bringing about better understanding of the feminist movement by the faculty and the students they teach.

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THE COLLEGE OF EDUCATION AND THE FEMINIST MOVEMENT

It seems vitally important that programs in higher education have built into them a component that deals with the feminist movement. Working to raise the consciousness of all engaged in education concerning their values and feelings toward the feminist movement would have two large benefits. On one hand, college educators would get specific help in clarifying their own values and secondly, they would learn some strategies for helping their college students clarify their values and become better informed on the feminist movement.

In many Colleges of Education the administrators and the faculty members in the Departments of Higher Education and Educational Administration are predominantly male.[1] If the problems connected with the feminist movement are to be effectively examined then there must be components built into the regular programs. Using issues of periodicals concentrating on the feminist movement (See Phi Delta Kappan 55 (2); Educational Leadership 31 (2); Contemporary Education 43 (4); Improving College and University Teaching 20 (1); University College Quarterly 18 (2); American Journal of Sociology 78 (4); or parts of many other educational periodicals.) as resources could provide the basis for developing strategies for clarifying values concerning the feminist movement in Colleges of Education.

Strategies suggested in this article are similar to those used in clarifying values in other teacher education programs and public school programs. If one wants to help college educators and their students develop clearer values, one must help each use the process

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of valuing. Regular experiences should be provided in each college class and possibly in the typical all male executive committees of Colleges or Departments of Education so each can use the valuing process as they continue to grow and learn. Having students analyse, discuss, and decide value questions, particularly those about which there is public controversy, has recently become a vehicle for working in the affective domain.

STATEGIES

I. Activity: Value Sheet

Major objective: Increase awareness of the positions of women educators and teacher education students

Behavioral Objective: Given the newsnote, "Teacher Wins Case Against Principal on Sex-Bias Charge," on page 128 of the October 1973 Phi Delta Kappan each student will answer in writing the questions following the newsnote. The answers will be evaluated by three female undergraduate students and three female graduate students as to whether or not each answer represents an attitude that is in harmony with the attitudes of the female evaluators.

Audience: For use with students in educational administration and college administration classes.

Exercise: One might want to insert the word 'dean' for the word 'principal' if used as an exercise in a college administration class. This exercise could also be used with College of Education administrators. Women students in the classes might also profit from hearing the views of other females. Evaluator volunteers can come from other classes.

"Unadulterated Male Chauvinism"

Directions: Read the article and write out answers to the questions

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below. Later, you will have a chance to discuss your answers with the rest of the class. You need not reveal your answers to any other class member if you choose not to do so.

"The New York City Commission on Human Rights, ruling in what it described as "an out and out case of pure unadulterated male chauvinism," has ordered the principal of Seward Park High School in Manhattan to pay $1,750 in compensatory damages to an English teacher to whom he gave an unsatisfactory rating after the teacher had charged him with sex discrimination....

The principal said he was "terribly outraged" by the charge of male chauvinism, noting that of eight assistant principals he has appointed at the high school, six have been women.--New York Times, July 30, 1973."

1. Under what circumstances would YOU try to underrate a female teacher who had complained of sex discrimination? Check the most applicable reply below.

___Only if I were certain she would not protest to a higher administrator or legal body or a women's group.

___If I felt I had a good chance of not being charged with discrimination.

___Never under any circumstances.

___Only if I felt I could make a case based on her other weaknesses that I thought would stand up if questioned.

___Write any other choice that better suits you.

2. Among the administrators you have known, do you feel any of them might penalize a woman active in the feminist movement by rating her unsatisfactory?

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3. Do you think this behavior is serious? Do you think this administrator is likely to be vindictive to others who disagree with him?
4. Return to question 1 and put an X by the reply that you would make to this: Under what circumstances would you give an unsatisfactory rating to a male teacher who complained that you discriminated against women?
5. How do you account for any differences in your answers to questions 1 and 4, if any?
6. Are you clear about why the principal was charged with "pure unadulterated male chauvinism?" List at least three possible examples of what he did to antagonize the teacher.

II. Activity: Investigating Evidence from a Local Resource

Major Objective: Practice in evaluating evidence

Behavioral Objective: Given the description of the Education Amendments of 1972 on page 130 of the October 1973 Phi Delta Kappan and data on the faculty in the College or Department of Education in your institution analyze the data to determine whether or not it meets the provisions of the act. This can be evaluated either by sending it to the Wage and Hour Division of the Employment Standards Administration of the Department of Labor for their objective look or you can compare your answers with those of the Dean or Department Chairman who has probably been asked to make a statement on his or her equalization policy.

Audience: Students in classes in college teaching, college administration, public school administration or college administrators.

Exercise: One might also want to investigate the practices concerning higher level staff as well as faculty members.

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"Legal Tools to Fight Discrimination"

Directions: Read the article, "Legal Tools to Fight Sex Discrimination," in the October 1973 Phi Delta Kappan on pages 129-131 with particular emphasis on paragraph fourteen, page 130 that says, "Generally the act provides that men and women who perform the same work, or substantially the same work requiring equal skills, effort, and responsibility under similar working conditions, must be compensated equally. The act provides protection for employees of education institutions who, in fact, have similar teaching responsibilities and are required to possess similar skills or educational background, but who are paid less than a person of a different sex. Mere differences in position titles will probably not be considered a sufficient reason to deny equal pay. Women who have experience and degrees equal to their male counterparts, but who do not receive the same salary for the same teaching loads, can challenge the failure of an institution to pay them the same salary. Women athletic coaches with responsibilities similar to those of better-paid male coaches can challenge such differentials."[3] Then request the Dean of Education or Department Chairman to supply data on each faculty member substituting typical masculine and feminine first names for the real names of the faculty (to protect privacy of each faculty member even though this is a matter of public record in public institutions) showing the academic year salaries, the degrees held, the number of years experience in higher education, the number of years experience in public education which enhances background, rank, and sex. Rank the faculty member names in order of salary. Then analyze the data to determine whether or not your institution is likely to meet the federal guidelines.

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If you find examples of discrimination, investigate the reasons for discrepancies. Check these for their logic. For example, if the Dean claims that a female is given less salary because she hasn't written enough articles check to see if there are any men with similar other qualifications who also haven't written any more who are given a higher salary in spite of this.

III. Activity: Analyzing a Controversial Issue

Major Objective: Recognition of the viewpoints of women in the feminist movement.

Behavioral Objective: Read any of the issues of magazines with a theme on the feminist movement (See second paragraph of this article which lists periodical, volume, and number of possible issues.). Identify the major points of discrimination mentioned in the articles by listing them. Given this listing group together similar items and label the categories you have created. Given the categories which have evolved from the listing, grouping, and labeling experiences, formulate solutions to each problem of discrimination. Students will be evaluated on the basis of whether or not they included examples of discrimination mentioned in the article titles and by suggesting at least three possible solutions to each of the forms of discrimination. Given these points and their possible solutions construct a chart that could be used to communicate the conclusions drawn.

Audience: Any class that is preparing college professors and college administrators and public school personnel.

Exercise: Students might want to do additional research out in the field to determine whether or not the articles presented the norms

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for their community.

"Educational and the Feminist Movement"

Directions: Read the whole issue of a periodical devoted to women in education and the feminist movement. Form groups of three to five members. Do what the behavioral objective specifies. Compare findings among groups through discussions. Did all agree what the major points of the articles were? How many possible solutions were the groups able to suggest? Which of these solutions seemed most practical? What might be the advantages and disadvantages of each solution?

IV. Activity: Planning for Change-Problem Solving

Major objective: Demonstrate ability to plan for change

Behavioral Objective: Given the reading and class discussions of at least five articles on the feminist movement in education formulate a plan for carrying out any two of the followings suggestions listed under Exercise. Construct a checklist for evaluating your own plan. You will be evaluated on the responses your classmates make on your checklist. You must include at least one open-ended question on your checklist whereby class members can include anything you have not included.

Audience: For use with students in college teaching, college administration, and public school administration or any department in education that does not have more than one female faculty member.

Exercise: One might add the implementation of any plan as a part of the assignment.

"Let's Bring About Change If There Is Sex Discrimination"

Directions: Complete any two of the following:

a. If a department of higher education or educational administration

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or any other department in education or area of concentration does not have any women faculty members or the students could complete a graduate program without ever having a female professor construct a plan where students and faculty in each could be helped by bringing in women consultants to work with the classes on at least three occasions.

b. Compose a list of at least three female consultants and their specialities that might be invited to each class with a male professor and the aspect of that class that you feel the woman could contribute most to.

c. Plan a year's programs for a Phi Delta Kappa chapter or field group that wanted to increase their understanding of the feminist movement.

d. Create at least three more problems to be solved similar to those in this activity.

e. Develop a checklist for evaluating each solution to the problems in this activity and compare this to the checklist developed by others trying each activity.

Those in higher education need to rethink their attitudes within the context of the feminist movement. Value clarification within teacher education programs affords the opportunity for college educators to go through a process of reexamination; and these college educators, in turn will be better able to deal with the issue of the feminist movement in the College of Education and with their own students in the college classrooms. In this way, teacher education programs can indeed accept the responsibility for trying to bring about better conditions for both sexes.

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1. Lyon, Catherine Dillon and Terry N. Saario, "Women in Public Education: Sexual Discrimination in Promotions," Phi Delta Kappan, October, 1973, p. 121.

2. "Teacher Wins Case Against Principal on Sex-bias Charge," Phi Delta Kappan, October, 1973, p. 128.

3. Hallie, Charlotte B., "Legal Tools to Fight Sex Discrimination," Phi Delta Kappan, October, 1973, pp. 129-131.